THE JOURNAL OF EDUCATION

Volume 126 JANUARY, 1943 Number 1

Our Schools and Total War
CARROLL R. REED

"Do They Still Teach School Here?"
SCHOOL HEADS COMMENT ON CARTOON

"Social Problems" Course In High Schools
PAUL H. LANDIS

Teaching American Literature
HAROLD GARNET BLACK

If Our World Is to Survive
ELIZABETH WHITE

Schooling in French Africa
DUDLEY HARMON

OTHER ARTICLES, EDITORIALS, FEATURES, NEWS

35 Cents a Copy $2.75 a Year

Books for the WARTIME CURRICULUM

SIEMENS: Aeronautics Workbook

Follows, unit by unit, the Pre-Flight Course outlined in U. S. Off. of Educ. Leaflet No. 63. Includes a superb chart for working air-navigation problems. *$1.00, subject to discount.*

CUSHING
Fundamentals of Machines

WILLIARD
Fundamentals of Electricity

Two new courses designed esspecially to meet requirements of the War Department for Pre-Induction training. *Ready in February.*

BETZ
Basic Mathematics

Arithmetic, informal geometry, elementary algebra and numerical trigonometry necessary for war time needs. *$1.48.*

MILLIKAN-GALE-COYLE
New Elementary Physics

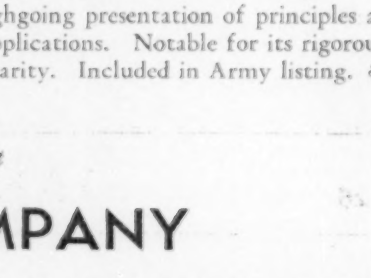
A thoroughgoing presentation of principles and their modern applications. Notable for its rigorous accuracy and clarity. Included in Army listing. *$1.80.*

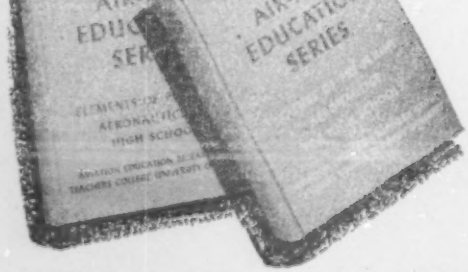
Prices subject to discount

GINN AND COMPANY

BOSTON NEW YORK CHICAGO ATLANTA DALLAS COLUMBUS SAN FRANCISCO

They're doing the job of getting young Americans ready for the air!





Prepared with the cooperation of the Civil Aeronautics Administration by the Aviation Education Research Groups of Teachers College, Columbia University, and Teachers College of the University of Nebraska. Sponsored by The Institute of the Aeronautical Sciences.

SCIENCE OF PRE-FLIGHT AERONAUTICS
FOR HIGH SCHOOLS

ELEMENTS OF PRE-FLIGHT AERONAUTICS
FOR HIGH SCHOOLS

The two basic pre-flight-aeronautics textbooks in the AIR-AGE EDUCATION SERIES.

PREPARED BY EXPERTS : SCIENTIFICALLY ACCURATE

SUCCESSFULLY AT WORK TODAY

in thousands of classrooms preparing hundreds of thousands of young Americans for the air. Choose the *Science* or the *Elements* — depending on your course of study in aeronautics.

This integrated series of twenty books not only provides the basic course in pre-flight aeronautics, but also orients the high-school youth of today for the air age. The books in mathematics, geography, literature, social studies, and biology complement the regular courses in these subjects. Books for teacher education, and teachers' manuals are also included.

THE MACMILLAN COMPANY New York · Boston · Chicago · Dallas · Atlanta · San Francisco

Education

The Journal of Education

VOLUME 126 | BOSTON, JANUARY, 1943 | NUMBER 1

ESTABLISHED 1875

ANSON W. BELDING, *Editor*

Advisory and Contributing Editors

LEWIS H. CHRISMAN, West Virginia Wesleyan College, Buckhannon

FRANK CODY, President of Michigan State Board of Education, Detroit

BURTON P. FOWLER, Principal, Friends School, Germantown, Pa.

HARRY V. GILSON, Maine Commissioner of Education, Augusta.

ARTHUR L. GOULD, Superintendent of Schools, Boston

C. HERMAN GROSE, Superintendent of Schools, Erie, Pa.

E. C. HARTWELL, President, State Teachers College, Brockport, N. Y.

HENRY W. HOLMES, Graduate School of Education, Harvard

VIERLING KERSEY, Superintendent of Schools, Los Angeles

BYRON C. KIRBY, Principal, Oliver School, South Bend, Indiana

WILLIAM C. McGINNIS, Supt. of Schools, Perth Amboy, N. J.

WORTH McCLURE, Superintendent of Schools, Seattle

GARRY CLEVELAND MYERS, Editor, Lecturer, Child Psychologist, Boyd's Mills, Pa.

RANDALL R. PENHALE, Principal, High School, Iron River, Michigan

CARROLL R. REED, Assistant Superintendent of Schools, Washington, D. C.

AGNES SAMUELSON, Secretary, Iowa Teachers Association, Des Moines

PAYSON SMITH, University of Maine, Orono

WILLIS A. SUTTON, Superintendent of Schools, Atlanta

EDGAR B. WESLEY
University of Minnesota, Minneapolis

CAROLINE S. WOODRUFF, Secretary, Vermont Education Association, Castleton, Vermont.

WALTER S. YOUNG, Superintendent of Schools, Worcester

Business and Editorial Offices
SIX PARK STREET, BOSTON

THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $2.75 a year; Canadian postage, $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

AS WE GO TO PRESS

Education, like everything else, is feeling the impact of this earth-shaking war. And with education, as with other phases of national and individual activity, not all of the effects are vicious. This has been brought out from time to time in earlier issues of this educational journal. And it springs to life again in the pages following this one.

▼

Those of you who responded to that cartoon we printed in this spot last month from one of the country's most popular magazines gave us quite a thrill because you did not take the challenge lying down. To see what we mean, turn to the letters gathered under the caption "Do They Still Teach School Here?" on page 9.

Of take Carroll Reed's article first if you prefer. It touches on the same theme in a fashion to give background and perspective to the succeeding comments.

▼

Publishing a magazine in war times also has its problems. Shortages of one kind or another compel sharper evaluation of what to print. This may be all to the good if we really succeed from month to month in choosing the right material to bring you. We try our best but must leave the final judgment up to you. Certainly the verdict of the subscription checks, new as well as renewal, has been reassuring. We invite your criticism and suggestions, however. Tell us what you like and don't like about the JOURNAL. Then we can chart our course accordingly.

Contents:

TEXTBOOK TOPICS AND REVIEWS 4

EDITORIALS 6

OUR SCHOOLS AND THE FUTURE Carroll R. Reed 8

DO THEY STILL TEACH SCHOOL HERE? School heads comment on cartoon 9

"SOCIAL PROBLEMS" COURSE IN HIGH SCHOOL Paul H. Landis 11

A SOCIAL VIEW OF STUDENT FAILURES Larry Flaum 12

TEACHING AMERICAN LITERATURE Harold Garnet Black 14

IF OUR WORLD IS TO SURVIVE Elizabeth White 15

SCHOOLING IN FRENCH AFRICA Dudley Harmon 18

PROBLEMS IN SOLID GEOMETRY Walter W. Johler 18

CORRESPOND WITH LATIN AMERICA Rachel Salisbury 20

GOOD MORNING, TEACHER Ruth C. Frey 21

I MAY BE RIGHT, I MAY BE WRONG William C. McGinnis 21

IT SEEMS TO ME Byron C. Kirby 22

SPEAKING OF SCHOOL Randall R. Penhale 22

THE NEWS DIGEST 23

GRINS BETWEEN GRINDS 26

. . . TEXTBOOK TOPICS

Publishers' Institute Elects Lloyd W. King

The American Textbook Publishers Institute has announced the selection of Lloyd W. King of Jefferson City, Missouri, as its first executive secretary. Mr. King had been State Superintendent of Education for Missouri since 1935 and is known as an able organizer and speaker. He was slated for presidency of the State Superintendents' Association prior to his defeat for re-election to his Missouri post last Fall.

Secretary King has begun his new duties with a visit to the publishing firms comprising the Institute. He has established an office in the Merchants Bank Building, Jefferson City, Mo.

Textbooks Answer Call to Colors

Writers and publishers of school texts are not too unhappy these days. Their importance to the nation has recently been recognized by Uncle Sam and he is keeping many of them so busy they have no time for worrying over any neglect shown them in the past.

Some of the publishers are responding to suggestions from the government and some are working directly for the government. The result is an amazing output of books for classroom and individual use in the mastery of the wide variety of subjects required by our armed forces and their civilian auxiliaries. Wartime texts are rolling off the presses by tens of thousands — texts in mathematics, chemistry, physics, mechanics, radio, navigation, aeronautics—texts for pre-training in schools and colleges and for intensive courses to be taken by men in officers' training camps and elsewhere in the service of their country.

Gratifying as it must be to the textbook makers to be thus called upon for what they can do best in helping to hasten victory, they are entitled to another sort of satisfaction as well. For the present emergency furnishes an unmistakable demonstration on a large scale of the fact that *when a really serious job in education has to be done and when time is too short to allow of any waste or fooling—the army, the navy, the air corps, the government and even education itself all cry "Give us textbooks!"*

And these are textbooks that get down to brass tacks and deliver the goods. Intellectual molly-coddling has no place in them. Difficult topics are not sugar coated, glossed over or omitted. Interest is supplied by the challenge of the supreme task of saving civilization, liberty—and the right to education itself.

Other aids to maximum learning under speed-up conditions are being utilized in addition to the textbook. But these are only supplementing the printed text in certain aspects of the mighty educational job. Millions of students, poring over billions of clearly written textbook pages, are gaining the knowledge and the mental groundwork essential to victory.

Publishers Rally to War Production Task

Meeting in New York City on October 14, by invitation of the War Department and the Office of Education, eighty-nine individuals representing fifty-five educational publishing houses, heartily accepted the challenge to an enterprise such as had never before been put up to this or any other group in all this nation's history. The task confronting the textbook publishers was to produce not later than February 1—in three and a half short months—a complete set of intructional materials for seven basic pre-induction courses. These are wanted by the government for implementing the Victory Corps program in all American high schools responding to the country's war-time summons to revamp curricula so that their students may be better equipped for military and related duties.

Despite the fact that publishers have large investments in texts for customary high school programs that will be disrupted by the proposed Victory Corps effort, there was no hesitation on the part of the industry in taking up the emergency task. From two to a dozen firms immediately volunteered to prepare new or revised texts in each of the seven fields outlined by the government through Commissioner of Education John W. Studebaker, and spokesmen of the War Department. Other names have since been added to the list of cooperating firms. That the textbook industry can and will rise to this emergency and have the promised books in readiness for the February 1 deadline is already evident. Some of the pre-induction texts are already being distributed. All-time production records have been pulverized in a number of instances, showing there are Henry Kaisers elsewhere than in shipyards and munition plants.

Government facilities and assistance have been put at the disposal of the publishers, but each is acting as an independent unit, and the new texts, while following uniform syllabi, will be individually and competitively produced in the best tradition of the textbook industry.

The conference in New York from which the pre-induction texts have sprung was presided over by President Dudley A. Cowles of the American Textbook Publishers Institute, but the affair was wide open to all publishers whether members of the Institute or not.

WAR EFFORT TEXTS

Fundamentals Of Machines

A broad and practical introduction to the principles of machinery through the medium of physics has just appeared under the authorship of Burton L. Cushing.

This text is of course confined to mechanical aspects of the science, and necessarily leaves such subjects as light, sound and electricity to other texts. But it includes close consideration of the nature and functions of machines, matter and measurement; theory of machines; hydraulics; molecular forces; heat energy; heat expansion as affecting machinery; heat engines and their performance; efficiency of machines; fuels as sources

AND REVIEWS . . .

of energy; and machine principles used in automobiles.

The book is based on Stewart and Cushing's *Physics for Secondary Schools* and other data secured from naval and military authorities and is said to cover all points specified by the government for the Victory Corps course in machines. There are numerous illustrations and the usual teaching aids.

FUNDAMENTALS OF MACHINES by Burton L. Cushing. Ginn: Boston.

Fundamentals Of Radio

Six experts in electricity, radio and allied subjects have combined, under the editorship of W. L. Everitt, to produce an up-to-date and authentic text, *Fundamentals of Radio.* It is prepared for the persons who will operate and maintain radio equipment rather than for makers of such equipment. It should also serve the needs of those who broadcast radio programs. While the handling is thorough and scientific, the mathematics required by the reader or student is confined to elementary algebra and the algebra thus demanded is offered in the opening chapter.

The work seems well adapted to students in high school science classes or for college groups who plan to become radio technicians for the armed forces or in civilian life. Hundreds of illustrations offer real assistance to the learner.

FUNDAMENTALS OF RADIO by Jordan, Nelson, Osterbrock, Pumphrey, Smeby and Everitt. Prentice Hall: New York.

Junior Aviation Science

To give pupils of early 'teen ages much fundamental understanding of airplanes and what makes them fly, is the purpose of "Junior Aviation Science." Written in familiar style by a teacher who is also a civilian flyer, the text explains the principles of air buoyancy, the airplane engine, the relations of the weather to aviation, simple navigation, the use of charts, uses of radio in flying and, in general, all the basic concepts the young student should have regarding a subject that is bound to figure large in the lives of every one from now on. The book may be considered a needful supplement to the course in general science.

JUNIOR AVIATION SCIENCE by D. H. Grimm. Noble & Noble: New York.

Official List of Victory Corps Courses

The shortage of technically trained men in the draft, along with the lowering of draft ages to include youths of 18 and 19, caused the War Department to urge that high schools offer the following seven pre-induction or Victory Corps courses:

FOUNDATION COURSES
- Fundamentals of Electricity—One semester.
- Fundamentals of Machines—One semester.
- Fundamentals of Shop Work—one semester.

COURSES BEGINNING SPECIALIZATION
- Fundamentals of Radio—one year.
- Fundamentals of Automotive Mechanics—one year.

COURSES IN OPERATIONAL SKILLS
- *To be determined by the time available before induction.*
- Radio Code Practice and Touch Typing.
- Radio Maintenance and Repair.
- Automobile Mechanics.

Shop Mathematics At Work

A thoroughgoing treatment of the arithmetic, algebra, geometry and right-angled trigonometry employed in a machine shop is given in "Shop Mathematics at Work," a substantially built manual, well indexed and containing needful tables and clear definition of terms. The problems are carefully set up and the learner becomes familiar with modern shop terms and practices, including the reading of mechanical drawings. Much practice in fractions and decimals as these occur in shop situations is provided.

SHOP MATHEMATICS AT WORK by Welton and Rogers. Silver Burdett: New York.

Similar in form to the above and equally well adapted to the teaching of its subject—an especially useful one right now—is the following:—

BLUEPRINT READING AT WORK, by Rogers and Welton. Silver Burdett: New York.

Airplane Models And Aviation

A paper-bound book of forty-odd pages, titled "Airplane Models and Aviation," affords the needful text for an elementary course in aviation and model-building for ninth and tenth grade pupils. One does not have to be an aviator to teach with this text. Any teacher of science or woodworking can do it if given the required materials and a workshop.

AIRPLANES AND AVIATION by Willis C. Brown. D. C. Heath: New York.

Aeronautics Workbook

Abundant practice material for a groundwork course in aviation is supplied by "Aeronautics Workbook." It is keyed to several standard texts in this field and it presents problems and tests in aerodynamics, meteorologf and avigation. Review of related algebra, and other mathematics is provided in the appendix.

An accompanying feature is a chart 25x38 inches, showing non-existent lands and oceans, but useful for training the student in map-reading.

AERONAUTICS WORKBOOK by Cornelius H. Siemens. Ginn: Boston.

To the Colors

Typical units in the "Way of Life" series treat of careers in certain armed services of the United States. Such units—each an attractive, authoritative text of about 65 pages, in cloth covers, are: "To the Colors," telling of the regular army; "Captains of the Sky," or military aviators; "Warriors of the Sea," and "Keep 'Em Flying," which depicts the work of the ground mechanic.

WAY OF LIFE SERIES of Unitexts. Row, Peterson Company: Evanston, Ill.

Editorials

The Road Ahead

Two facts stand out regarding the new Congress: first, that it will be strongly united in support of the war; second, that it will not be a rubber stamp in the hands of the President or any of the department heads or so-called "bureaucrats." The expected coalition of newly elected Republicans and conservative Democrats on many issues appears likely to put the brakes down hard on efforts to enact New Deal measures under the guise of war necessity. Yet the war itself is a natural vehicle for vast economic regimentation such as the New Dealers are believed to favor, and we shall see what we shall see as between brakes and accelerators.

The President, in his message to Congress on January 7, showed his respect for the supposed temper of the law-making body by refraining from specific demands for new legislation. Instead, he confined himself to reporting progress along and behind the battle lines, and to broadly outlining some concomitants of any victory worthy of the name and of the sacrifices made to gain it. How any one could read into Mr. Roosevelt's address a prediction of the war's conclusion in 1943 or even in 1944, is difficult to figure out. In the first place he knows too well the hazards of all military enterprises to have ventured such a forecast—not to mention its tendency to cause a let-down in the national effort. In the next place—he simply did not say anything of the sort. That the present year will see the United Nations well on the road to Berlin, Tokio and Rome, was the nearest he came to a dated promise, and this is still indefinite enough to be only a pledge of determination to assume the offensive on all major fronts within the year.

Two of the "four freedoms" enunciated by the President two years ago, were amplified in this address. Thus we learned more of what Mr. Roosevelt means by freedom from want and freedom from fear and we realize even more clearly than before what an immense order has been undertaken. How will it be possible to guarantee jobs for every American when the military forces are demobilized?

How will the rising tide of prosperity that is due a few years later be held in check? No government has ever yet been powerful or wise enough to achieve such regulation without a war in progress or in preparation. Nevertheless, we all hope something can be done to mitigate the curse of a runaway prosperity and of depressions fore and aft.

To secure freedom from fear—fear of war—is one goal that can be reached at any time the peoples of the world become convinced that it must be reached. War need no longer be allowed to flourish anywhere on the earth. Not only will the aggressor nations have to be disarmed and kept disarmed, but every nation must give up something of its boasted independence for the sake of insuring a workable world order.

The gravest danger to America in the years to come is the danger that our people will back down from their drive for victory as soon as the empty shell of victory has been won.

Two George Washingtons

Two illustrious Americans each named in honor of George Washington rounded out preeminently useful lives early this month. Dr. George Washington Crile of Cleveland had done great things for the alleviation of physical suffering and the restoration of human life through surgery. He is credited with discoveries and developments in connection with adrenalin, the reduction of shock caused by major operations, control of bleeding, and better understanding of certain glands, notably the thyroid. The medical profession acknowledges a great indebtedness to Dr. Crile—and what the medical profession owes to him it gives over to all men everywhere.

The second of these men, George Washington Carver of Tuskeegee, Alabama, was a Negro born of slave parents. Managing by his own will and industry to secure an education, he became a teacher—under still another Washington namesake, Booker T. Washington—at Tuskeegee Institute, where, refusing all other monetary rewards than his modest professorial salary, he uncovered vast agricultural and economic resources in such common products as the peanut, the soy bean and the sweet potato. His life was an inspiring example of taking what is nearest at hand and making the most of it through imagination, faith and unremitting but intelligent toil. He is said to have found three hundred new uses of the humble peanut—including the well known peanut butter.

There is still great risk of anticlimax in naming an infant for a national hero. But occasionally a child thus handicapped overcomes the obstacle and even adds luster to the fame of the great personage he is named for. In the case of George Washington Carver, there was the extra handicap of color. But Negroes like Carver win glory for the race.

Re-education of the Axis

Think for a moment of the thesis that this omnipresent war was caused by education. It was an education cramped, twisted and made to teach children and adults alike that the individual state is all in all; that war is something to transmute wrong into right; and other doctrines adverse to civilization.

The same perverted education that engulfed the world and still menaces humanity's survival may repeat its performance if left to itself after the enemy's armies and fleets are shattered. Yet the control of education in Axis lands following victory by the United Nations looms as one of the gravest questions of the peace. It is easy to advise, as Vice President Wallace did in the course of an address the other day, that some form of supervision or inspection be set up within the beaten nations to counteract falsehood and prevent fresh outbreaks due to such indoctrination. But what an unwelcome and prodigious task this will be for the Allies. A task far larger than that of thwarting physical rearmament. May not the need for intellectual controls be greatly reduced by the establishment of a global commonwealth, capable of determining and enforcing justice among nations?

A. Lawrence Lowell

Few men are privileged to exert a greater or more gracious influence upon the life of their times than did the late A. Lawrence Lowell, president emeritus of Harvard University.

Much of what Dr. Lowell was and did has been ably summarized by his successor in the leadership of Harvard, President James B. Conant. Dr. Conant's tribute includes the following sentences:—

"Upon becoming president of Harvard he set as one of his main tasks that of reinvigorating and revolutionizing the college. Harvard College as it stands today is to a large extent his handiwork.

"But the transformation of the college and the expansion of our physical plant under his administration should not lead us to forget the great number of other contributions President Lowell made to Harvard history. High among these should be placed his unflinching stand on academic freedom during the intolerant period which followed the last war.

"All who knew Mr. Lowell realized that his decisions were based on a deep understanding of the historic role of a university as a free community of scholars. He had faith that universities would endure so long as they were essential to a developing civilization. To make Harvard a college and a university which would continue to contribute to human welfare and to give youth a strong, active intellectual life, he devoted twenty-four years of a selfless career."

These Temporary Teachers

Last autumn the schools welcomed back into the teaching profession thousands of persons who had previously been shelved because they happened to be married women or allegedly too old to regain their status after loss of a job when jobs were at a premium. Many were also admitted who had never taught and in some cases could not have met the customary requirements for a teaching position. In the latter group are many who possessed ample scholarship and cultural background for the work, and by diligently refreshing themselves in certain studies they have really made good and have added immensely to the school's facilities for developing the minds and characters of pupils.

These educational reserves have stepped into places vacated by men and women entering the armed services or attracted to defense plants. Known as military substitutes or by some equivalent title, these individuals frequently receive minimum pay, are granted no bonuses, and enjoy no prospects of tenure.

The schools and the public owe a substantial debt to these emergency recruits of the profession. They should not be exploited as to salary. The best of them should be retained, in all cases where this is practicable, as permanent members of school faculties. The standards presented for teachers should never be made so rigid, so technical or so arbitrary that mature persons of unusual talent, personality and life experience are barred from the opportunity to contribute their enriching qualities to education.

America Goes Cosmopolitan

The war is bringing with it some by-products that have value for the individual and for society as well. It is too bad these same results were not achieved in time of peace.

For one thing, this global war is widening the mental horizons of millions of Americans. The men in our armed forces today are interested not only in the lands they actually visit but also in other lands everywhere that may be next in line for them to visit or fight for. The friends and relatives of these men are almost equally concerned with locations and climates and inhabitants and especially with news of any sort from distant countries.

There are signs that sports and comic strips of the daily press have yielded first place in popular interest to the news. Even the editorial page must have gained some readers in the general stretching of intellectual tethers. How much of this broadened vision will remain after the war is impossible to estimate. But we may be pretty confident that a lasting breach has been made in the provincialism that has hitherto bounded the thoughts of Mr. and Mrs. Average American.

OUR SCHOOLS AND TOTAL WAR

CARROLL R. REED
First Assistant Superintendent of Schools
District of Columbia

WHILE in the past we have attempted to teach the right attitudes for world cooperation and world peace, under present conditions emphasis must be upon sound nationalism.

Our country is not primarily based on economic needs but on common ideals and traditions for which our forefathers struggled.

What is patriotism? Patriotism is doing for the sake of our country something which may be contrary to our personal egotistical interest. Patriotism is the concrete expression of the more abstract concept of nationalism. Nationalism is the attitude of possessing. Patriotism is the attitude of giving. Patriotism is service and sacrifice. Such is sound patriotism, patriotism worthy of cultivation. Education for patriotism becomes synonymous with the training of character. Patriotism should result in teaching young people to defend their own freedom and to understand that it did not come as a gift from heaven but was born out of centuries of human faith, human work and human suffering. We are the heirs of Concord Bridge, Bunker Hill and Valley Forge. Unless we in this generation are devoted to the heritage of freedom we are in danger of losing it.

Our teaching of patriotism should be based a little more than formerly on intelligent self-interest with emphasis upon what the loss of the war might mean for us. In this connection students should study and understand conditions in the conquered coutries of Europe. The slogan "Remember Pearl Harbor" may be interpreted as proving that the accepted attitudes of peace and good will are not sufficient to insure our country against unprovoked attack. These young people must understand the futility of isolationism, the need of strong defenses, and the importance of loyalty, devotion and sacrifice.

The atmosphere of the school should be charged with patriotism by frequent assemblies for the singing of patriotic songs, flag exercises, celebrations of birthdays of great American leaders, and discussions and appreciation of the courage and loyalty of these heroes. Great American songs should be studied and understood as contributions to our American heritage of freedom. Music is a great force in dramatizing spiritual values. Such values are the product of the emotions. Patriotism is made up of pride, devotion and loyalty. You do not think pride, devotion and loyalty, you feel them. It is an emotional process rather than an intellectual one. In such times as these spiritual values become the fundamentals.

Every American high school should be a training camp for democracy in which each student is given an opportunity to enroll in the service of his country. In these days young people are eager to make their contribution whether by doing necessary service or by making some sacrifice. A program of service should be initiated by student wartime councils. Such councils may be organized in any of the following fields: war on waste, economic use of vital materials, collection of useful scrap materials, the sale of defense bonds and stamps, Red Cross activities, and service for civilian defense. All these suggestions are practical means for promoting and maintaining high morale both in the school and in the community.

The war needs should motivate the work in health and physical education. The need of strong bodies and physical stamina should stimulate participation in outdoor sports, student organizations devoted to clean living, body building, proper diet and nutrition.

There should be more emphasis on vocational education, vocational guidance and occupational adjustment. The need for increasing enthusiasm and understanding concerning aviation is a reasonable outgrowth of the war situation.

The present national emergency should vitalize the work of the high school both by the addition of new activities, such as those just mentioned, and at the same time should furnish a real motivation for the long-term program of secondary education for youth. For example, modern war reveals the importance of mathematics. The fate of our great battleships will depend upon the facility and accuracy with which the officers of our navy can solve problems in algebra, trigonometry, navigation and higher mathematics. This should stimulate bright students with special ability in mathematics to higher standards of achievement. Superior knowledge of physics and chemistry may well decide the issue of battle on many fronts.

Whatever changes and improvements are made in the curriculum as a result of the war situation, it is vital that we continue the practices of democratic citizenship. The student must be given an op-

portunity to assume responsibility for planning and for carrying out plans, to organize and work efficiently and harmoniously with each other, to appreciate the contribution which each individual makes, to reach group decisions through discussion and to abide by the will of the majority; these procedures are the essence of democracy.

It is of the utmost importance to give our young people in the high school more knowledge and appreciation of our South American neighbors in the western hemisphere. The good-neighbor policy seems to be bearing fruit in friendship and support which our country is receiving from the South American Republics in these critical days. Our young people should know more about the history and traditions of these countries. The study of Spanish should be given more attention in American schools.

Under war conditions there is always the danger of arousing national hatreds and misunderstanding. If it is necessary to call names it is extremely unfortunate to arouse hatred for the yellow race. This is not a color war. There are men of all complexions enrolled in the ranks of the democracies—the Chinese, the Malayans are on our side and we should strive to keep them there. We are fighting the Japanese, the Germans, and the Italians, but we are fighting for ideals. Let us keep the main issue before our students. We are fighting because the ideals which are now in control in Japan, Germany and Italy are a menace to free men all over the world, free men of all colors and all nationalities. We are determined to destroy not the Japanese, the Germans and the Italians, but the totalitarian ideals and principles which they represent.

High school students should understand clearly what we are fighting for. They must have a clear picture of the characteristics of our government and way of life as contrasted to the totalitarian governments. They should be familiar with the Atlantic Charter, the Four Freedoms, the speech of President Roosevelt declaring war on Japan, and the famous speeches of Winston Churchill.

We as teachers must dedicate ourselves to the work of finishing the unfinished business of making democracy work. We must continue to produce enlightened, thinking citizens who realize that the right to think has been bought and paid for by their progenitors and who are willing to pay their full share of the price to maintain that right. A loyalty to country that is absolute, a readiness for any service in defense of country, a tolerance of all ideas save those that would destroy democracy—these are the objectives which should permeate all of our education.

Our schools and teachers are the very heart of democracy. They supply it with its life blood. If citizen-soldiers may be drafted and ordered to make the supreme sacrifice for American ideals and principles, it is not too much to ask every citizen-teacher to support and foster those ideals and principles.

"Do They Still Teach School Here?"

Comments on the Satevepost's cartoon which was reprinted in the December issue of this magazine.

WISHES MORE ROOMS TO LET

Some one has said more people lose their jobs because they cannot get along with their co-workers than for any other reason. Civilian Defense Groups; Red Cross Nutrition Classes; A.R.P.; Gas Rationing; Sugar Rationing and other community activities in our school district, meeting at the school, give us a chance to know our patrons and help the children to learn how to get along with people.

The war is closer to the child. He knows the why and wherefores of the rationing program. He understands the duties of the Air Raid Warden, and the Spotter. He recognizes the need for Nutrition Classes. Letter writing is easy when the letter is to Bill, one of our boys. We, the teachers and pupils, are actually working for our community. We wish we had more rooms to let.

G. B. Brown,
Principal, Cunningham School, Birmingham, Alabama.

TRADITIONAL SCHOOLING OUT FOR DURATION

Much of the criticism that has been leveled at the encroachment of the Federal Government upon the time of the schools in reference to draft registration, rationing, etc., is ill timed. While there has been some interruption, it has been less serious than the general public has assumed.

As principal of a large metropolitan high school which has consistently prepared 50% or more of our students for college, I have

seen my full share of these infiltrations upon the time of teachers and pupils alike. We now have the high school victory corps, which has the prime objective of making our educational program more war minded.

In the past we have stated our belief that school and community should be brought together. The school is now brought face to face with the impact of war. Traditional education is out for the duration. The schools have gone to war.

It is idle to argue whether this is right or wrong. We are committed to this program and are proud of our part in it. Unless we do our part completely, everything we hold dear, including our educational traditions, will go up in smoke.

HOWARD D. WOOD,
Principal, Hope High School, Providence, R. I.

STREAMLINE OUR METHODS

Now is the time for teachers to close their ranks and anticipate the pressure which will be applied toward curtailment of the public schools program. As taxes for national requirements mount, local pressures will increase. Let us evaluate our methods to reduce our vulnerability. The armed services have streamlined their educational methods largely by means of audio-visual aids, intelligently planned, produced, and applied. The time saved, authorities report, is as much as 60% of that required to train men for the services in 1917. Such time saving in the schools will help in the three R's and time will be available for the fourth R, rationing, or what have you.

C. ADDISON VAN LOENEN,
Principal Laguna Beach Elementary School, Calif.

FLAG SALUTE NOW PUT TO TEST

Keeping a balance in any endeavor is always a comparative process. There is never a true balance and since the school's commodity is human beings, it is too much to expect an even tenor at any time, much less during a time of stress like war. Personally, I should dislike to give up entirely the thrill of getting into things which this war effort has afforded the schools and I question if "mummy-dust" has any more value to the child these days than an interested participation in our great crisis.

There is of course a point beyond which the school should not go and it is the duty of administrators to recognize that point and guard the rights of the school. To be aware that this tremendous struggle is for all those rights which are the heritage of children and then to ignore any call for service in this struggle is certainly going against the urge of any good American. Is the morning flag salute a mere lip service? Does the teaching of American History leave us as cold as that? Is "the training for death" of the Germans more to be desired than the training for life?

GUSSIE MOOTZ,
Principal, Lincoln Elementary School, Dodge City, Kans.

SCHOOLS BEING NOBLY KEPT

Schools are maintaining their equilibrium during these times by adjusting themselves to meet current needs. Guidance is no longer a plaything; it is a "must." Collectively and individually, students are counseled and adjusted to prepare themselves to take their part in the war effort. Keen observation is undertaken to see that irrelevant material is discarded and that objectives are constantly kept before individual students.

Character training has more meaning today. The value of good character, both in peace-time and war-time, is constantly drilled into the students, using the Axis partners and many "loyal" Americans in antithesis to good Americans. Our schools are taking the follies of our times and are endeavoring to turn them into signposts for future sensibility.

New courses have been added to the curriculum to meet current needs. Teachers have accepted these extra burdens with proper spirit, and they are doing excellent work.

Schools ar being nobly kept, despite the fact that teachers and school officials are being overburdened inside and outside of school.

STEPHEN J. DROTTER,
Principal, Fort Kent High School, Fort Kent, Maine.

CARTOON A COMPLIMENT

I feel that the cartoon in a recent issue of *The Saturday Evening Post* is highly significant, for it shows that the schools are now coming into their proper place, as the most effective agency for the execution of certain governmental functions in our national crisis.

The public is glad that our government has confidence in the efficiency of the schools and their teachers to organize war emergency projects such as draft and gasoline registration, sugar rationing, civilian defense work, and pre-induction courses such as aeronautics and radio.

The striking unity of our people in the face of emergency is largely due to the spirit of the American school room. It is indeed gratifying to know that the government has faith in the ability of the schools to respond quickly to the national need.

In fact, I regard the cartoon as a compliment. At last, some of our leading magazines, in an attempt to make fun, have recognized the importance of the schools to the government in a crisis. Education and democracy are interdependent.

Sincerely yours,
W. C. HANDLIN,
Principal, Lincoln Community High School, Lincoln, Ill.

"SOCIAL PROBLEMS" COURSE IN HIGH SCHOOLS

PAUL H. LANDIS
Professor of Sociology
State College of Washington
Author of "Our Changing Society"

FROM early adolescence to the close of life, people are fascinated by the abnormal. Circus sideshows and travelling animal carnivals owe their existence to this peculiar human trait. In their choice of courses both high school and college students show the same tendency. They are attracted more quickly by a course in social problems than by a course in principles of sociology that stresses the normal human relationships and the normal social processes.

We have been too much inclined in the school curriculum to cater to this superficial human interest rather than to cultivate a deeper understanding of the forces and processes of human society which not only underlie normal society but which also explain its maladjustment. There is serious need in the high school curriculum, when the adolescent is obtaining his first objective approach to the understanding of human society, for utilizing to the utmost his interest in social problems. We must give students in the high school social problems class an understanding of the deeper normal forces of human society which produce the particular pathology attracting his interest.

Social problems are the allergies of the human race. Before allergies were understood, physicians attempted to cure them by treating them directly. If the individual broke out with hives, an ointment was applied. Today, the medical man no longer treats the external symptoms. Rather, he seeks to find the particular element or elements in the individual experience that cause the allergy. When he removes these conditions, the allergies disappear without direct treatment.

We can, of course, be content to pronounce a curse upon war, to depict its stark tragedies and to enumerate its destruction of men and of materials. But it is far better to help the students to understand some of the forces at work in the world producing this pattern that is so nearly universal in human civilizations. To do this we try to lead the student to an understanding of the various ambitions and aspirations of mankind and to show him how under present types of social organization these aspirations and ambitions inevitably lead strong nations into combat.

Such an analysis will help the students to understand the interrelations of major peoples of the earth, some of which have dense populations and few resources, others of which have relatively sparsely settled populations and abundant resources. There will come to light the tendency of all strong peoples to use their resources selfishly and without great regard for the needs of others, and the student will also be led to see some of the trade and colonization barriers which strong nations erect to keep other nations from using resources which their millions need. These and numerous other factors will be brought into the war picture.

Until we can develop a generation of youth who can analyze this problem of war in terms of the various aspirations, material needs and ideologies of all nations of the earth, we cannot hope to have an adequate foundation for a world in which peace and a great degree of equity will prevail. Such understanding is basic to the development of internal social control.

In our analysis of the age-old problem of poverty we cannot be content to describe the wretchedness of the poor or even to contrast their misery with the lavish expenditures of the rich. It is important that we understand the economic forces in American society which make the individual the victim of situations beyond his control. Only with an understanding of these economic forces which are an inherent part of a highly competitive urban-industrial system can we understand the meaning of poverty in our time. Only by some such approach can there be any real understanding of the need for a publicly sponsored and publicly supported social security program. Until we understand some of these forces and help our students to understand them, the masses of mankind will go on explaining poverty, relief and other such factors primarily in terms of individual slothfulness or short-sightedness rather than in terms of these broader socio-economic forces which may victimize even the most energetic and farsighted individual.

In all fields of science it is assumed that situations have their causes. It is time in the social sciences that we understand that social conditions lie back of social problems. It is not enough to explain juvenile delinquency in terms of "human nature", of the natural tendency of man to be bad,

but rather we must understand the conditions in families and communities which tend to produce delinquent personality types. It is now known that in certain parts of large cities a majority of children grow up to be delinquent, while in other parts delinquency seldom is found. What are the conditions that are responsible for delinquency? How might these conditions be modified to produce a different kind of human product?

In handling of social problems, it is important at all points to help the students to see that *social conditions* produce *social problems* and to understand that we must modify these conditions to alleviate the problem under consideration.

This is the kind of approach that society must make to its problems, and this point must be made clear in the treatment of the social problems in the high school class. In dealing with juvenile delinquency, for example, the cure is not sought in the court or in corrective institutions, as necessary as these institutions may be for the protection of society, but in a change of family and neighborhood conditions so that normal rather than abnormal personalities will be developed. The cure for war lies not in peace treaties but in understanding and in modifying those conditions which produce the festering sore that so frequently erupts.

If the next generation can be made to see that social problems, like physical diseases, have causes that can be understood, we can expect to see social research, social experiments, and social reforms during the next fifty years that will equal or surpass the progress that medical science has made since the discovery of the germ theory, and since its realization that every disease has its cause or causes with which one should work primarily, rather than with the symptoms of the disease.

Only by such a dynamic approach to social science can there be developed a kind of social engineering that will change man's world. Through such a dynamic approach a true social *science* will be brought into being.

A SOCIAL VIEW OF STUDENT FAILURES

LARRY FLAUM
Superintendent of Schools
Crawford, Nebraska

THERE are a number of reasons for student failure. Among them the most common is the misplacement of grade material, useless unactivated subject matter or the social maladjustment of a student to a particular course environment. Sometimes faulty guidance records may cause failure. However, the single most common problem is the testing problem as a cause of failure.

▼

In most schools passing a course or a grade usually means passing a teacher-dictated test. This formal test is emphasized in importance until its passing becomes the major function of the school program. This is misusing the purpose of tests.

▼

An examination is a remedial or a guidance measure, not an end in itself. It is one of many guides by which alert teachers chart students' progress, as well as their own. New class activities may result from it. If it becomes an end in itself and is a major means for evaluating the student, academically and socially, it is injurious to education. Tests of this nature are so limted in their scope of useability that they actually test only isolated parts of the student's personality. Examinations reduce the learning process to a test-passing routine with emphasis on "question-answer" learning.

The learning process which is evaluated by formal tests, proves nothing more than the meagerness of the test, not the learning of the student. Courses arranged around formal tests block the initiative and ingenuity of good teachers. The curriculum of study becomes rote. Projects and committee work are shams paying lip service to vitalizing teaching. Democracy as a living thing in education is ignored other than as a theory to be talked about.

▼

Formal tests cannot measure the concomitant learning which accompanies true learning activities in a vital classroom situation. They cannot measure socialized teaching where emphasis on personality development, attitudes, and skills is placed. A curriculum based on formal testing relapses into a cut-and-dried educational hindrance. Children failed by this system of evaluating their progress are not being tested fairly as to their fitness to proceed with their education because the material usually presented is neither real nor is it actually related to life.

▼

A reorganized testing program necessary.

A reorganized testing program adapted to a flexible program can more adequately answer the needs

of progressive schools and teachers. but it too is not an end in itself. It is one of the aids to education, not the total result of a form of class-room procedure.

If the school is conscious of its responsibility to society, and truly desires to aid the students in achieving the beginning of an education, which would enable them to take their places with reasonable chances for economic security, and social happiness, it should not place the emphasis on formal tests.

▼

Need for educational experimentation.

Students fail courses, but the blame should not be the school's. The school should use all its means of diagnosis, psychology, curriculum revision, social viewpoint, and record keeping to aid the student in progressing successfully. As all students do not have the same capacity for work or achievement, the emphasis on grading should be equally distributed according to the ability of the individual student and his I.Q. rating. In all cases, emphasis on social development of personality should be stressed.

▼

The school must not be shortsighted in its view of student participation in activities. Education does not finish with the end of formal schooling. It goes on in life beyond the school walls. The schools must not isolate themselves from life. The school should make its walls as wide as it can and aid the community in its needs. It should embrace as many of life's realistic concepts as it can and integrate them in its curriculum. It must realize it is preparing the student for life, not for grades, even though its preparation at best, is meager when viewed with reference to the experiences which the average human must face.

▼

Realizing these things, the school should do everything in its power to create, with student aid, a curriculum which most closely approximates life's experiences. The examinations should reflect these living experiences and evaluate the *use* knowledge of the student in actual problem solving and functional situations.

▼

By retarding students without resorting to every measure possible, the school fails in its duty to the individual student, the student body, and future society.

No advancement can be made in removing the emphasis from formal test grades unless teachers and administrators are willing to experiment with their educational theories in the light of their local needs. Experimentation does not necessarily mean direct change; it means the desire to follow sound experimental concepts of learning and adjust existing practices to these concepts. Only in this manner can schools, as well as teachers and students find adequate educational and life goals.

Ultimately, if experimentation does not occur, and children are being retarded because of tests based on administration-dictated subject matter, regardless of their functional value, they will become school and community problems.

▼

The retarded child as a school problem.

The students resent being failed on the basis of academic tests. They feel these do not test their personalities. Their egos are hurt. In some cases, this may be good. In the majority of cases, it is injurious. Young students lack confidence in themselves, as it is; further destruction of their confidence may leave a permanent imprint upon their lives. The emotional result of retardation may cause the student to become a misfit socially and academically. Eventually the community suffers because of him.

If student failure is the result of a lack of effort and social cooperation, the student must be made to realize it is his own lack of cooperative effort, not the school's arbitrary grading, which has caused his failure. Failure must be viewed in its social sense. The student did not develop in his courses and failed to accept the group's as well as the individual's responsibility to the requirements of his work. The student must share in the failure and see that the failure is in spite of all the guidance the school gave, and reverts back to him. Perhaps it was due to inability to carry on further work or lack of objectivity on his part, but the failure is fair and the responsibility is brought home.

The school should not accept failure as final, however. It should not force repetition of a semester's work, because in most cases all interest is destroyed by this repetition. The school should attempt to fit its resources to the student's interests so that he may be successful in other endeavors, and perhaps at a later date, under individual guidance, or another teacher, gain the essentials which he may have missed in the previous course which he failed.

If failure occurs in courses that are essential as ground work for the further development of the student along a planned program, changes in methods of material presentation are recommended so that the course need not lose its vitality to the student. Systematic remedial work and individual unit-planned projects under guidance will also aid.

▼

Failure should be the rare occurance in a functional school system, not an accepted thing. The responsibility for student failure on the teacher and administration is enormous in its light of the effects such failure may have on the futures of the students.

▼

Educators must remember that they cannot afford to mould carelessly the living substance from which our future citizens will emerge. The experiences of their formative years will decide the course of our nation's destiny, when as leaders in our governmental and community life, they take their places in the democratic tradition of living.

TEACHING AMERICAN LITERATURE

HAROLD GARNET BLACK
Teacher of English,
Hollywood (California) High School
Author of "The Prodigal Returns"

ONE of the difficulties that teachers of English encounter in the secondary schools is to develop in their students a love of reading good books, a love so great that they will voluntarily read much more than a mere minimum of pages of approved authors. Doubtless part of the difficulty lies in the fact that students are coerced into reading certain things with little or no opportunity of personal selection. Certain books are "required", and unfortunately this feeling of compulsion sets up a kind of mental resistance in the adolescent mind. High-school students have an innate antipathy to things they are compelled to do. They like to make their own choices, of course, and should be allowed to do so wherever possible.

In an American literature course I have been giving for several semesters during the junior year, I have assigned a different American author for each student to investigate. It then becomes his duty to read as many volumes as possible written by that author, to learn the details of his life through regular biographies or magazine articles, and later on to present to the class, in a talk of from six to ten minutes, the results of his study, together with his own reaction to whatever he has read. Students are encouraged to give their reports without the aid of notes, though the use of these is not prohibited. The fact that the class atmosphere is friendly and informal tends to put the speakers at their ease.

In this way the life stories and characteristic works of about three dozen different authors are brought to the attention of the class. A list of all the books read, together with the number of pages in each, is handed in on the day the oral report is given, and is made a part of the student's record. The total number of pages read depends, of course, on various circumstances and ranges from 600 to 3,500, the average being about 1,800.

Later on a theme is assigned to be written in class on some phase of the work that has thus been done outside of class. No long written report is required, however, in the belief that such an assignment would tend to defeat the main purpose of the course, namely, to have the students enjoy their work and to develop in them the habit of reading good books, for only by putting alert minds into close touch with such reading can they be expected to acquire a taste for it. Thus the whole class becomes familiar with Washington Irving, Nathaniel Hawthorne, James Fenimore Cooper, Edgar Allan Poe, Mark Twain, Jack London, Carl Van Doren, Edna Ferber, Honoré Willsie Morrow, and a host of other writers who have helped to swell the stream of American literature.

In general, the plan has been highly successful. Its success is due in large measure, I believe, to the fact that each student volunteers to investigate some author whom he may choose from a large number of possibilities. If he finds that he has made an unfortunate choice, he may select another writer. The preparation of the required report benefits the student in more ways than one. It involves the use of library facilities, somewhat extensive reading, care in the selection and the orderly marshalling of report material, and its oral presentation in coherent fashion with whatever speech-making ability the student can command, thus giving him excellent practice in the fine art of public speaking. The members of the class evince great interest in the reports given and at the close are allowed a question period in which to gain further information or have some obscure point elucidated. Occasionally the report runs over the prescribed time, in which case teacher discretion must be exercised.

In the earlier part of the semester, before it is time to call for the oral reports, an appropriate part of the class time is used for reading and discussing the textbook. Outlines of the history of American literature are written. Other exercises are also given, dealing with short-stories, essays, poems, speeches, and other material of interest. These exercises always involve some kind of critical comment. After the reports begin, the class time used for this phase of the work is reduced. Some memorization, study of new words, and composition work based on either textual material or items of contemporary interest are, of course, included. Throughout the entire course a definite attempt is made to relate the subjects discussed to personalities and events which dominate the American scene today.

In the latter part of the semester, the students are required to make oral reports on material found in either the *Atlantic* or *Harper's* magazine. Here again is allowed a wide freedom of choice.

In making this phase of the work compulsory, I have discovered that this requirement has not only served to introduce students to these two quality magazines but also given them a genuine desire, in nearly every case, for further intimate acquaintance with the decorous and well-written pages of these most excellent periodicals. Thus to open up to adolescent minds a new magazine world of highest quality is, I firmly believe, no inconsiderable accomplishment, and one destined in later years to be of ever increasing value.

IF OUR WORLD IS TO SURVIVE

ELIZABETH WHITE
Phillips High School,
Birmingham, Alabama

"IF HE is a good man, I won't vote for him, for it will ruin him." This statement of a voter recently heard expresses an attitude all too common. Such ideas can be found not only among average voters, but among those who might serve our country well in positions of importance, but who hesitate to become involved in what is generally referred to as practical politics. The mother of our President rather deplored his entrance into politics because he would have to meet "such queer people." If such a feeling becomes widespread enough, it sounds the death-knell of all for which we have struggled, and of that for which we fight today. True, it has always existed to a degree but as government and world relations become more and more complex, the danger becomes greater. We, the average citizens, must feel not only the need but the power that an aroused public has to meet problems and improve existing conditions. There is a pressing need to develop to a greater degree a thinking, responsible citizenry with a practical knowledge of the problems not only of the nation but of the world. Each person must come to feel more and more his personal obligation to see, to require that we have honest, capable, efficient government unhampered by corrupt machines, and political chicanery. There is danger to our system as long as there remains among even a small percentage of our citizens the feeling which engenders this remark, "Every time I vote I get so disgusted, I swear to myself I'll never bother again." The future of democracy demands that there be an end to the shrugging away of responsibility on the part of the average citizen, that there be loyal support and encouragement of elected officials who seek with integrity and ability to effect that which is for the good of the whole. The feeling of helplessness and hopelessness in the face of political manipulations and "horse-trading" must pass or the future of the democratic ideal is doomed. The development of a responsible citizenry cognizant of its duty and its power is a most pressing problem of our nation. The school as a social institution is best fitted to meet that problem and is duty-bound to exert itself to the utmost to do so.

What can the schools do to cope with this situation? It is, of course, not a new need, but one which the schools have been seeking to meet almost since their inception as public school systems open to all. Today we can and must more nearly accomplish that purpose. First we must continue to seek to give to all an adequate knowledge of the functioning of our government. That knowledge must not be merely theoretical, but the student must have more and more practice in living democracy. This is being done today in classroom organizations, student government, clubs, and to a limited degree by actual participation in local government. We as teachers must exert every nerve and sinew to make that a living, glowing experience, not just a meaningless exercise that has nothing of the breath of life about it. An excellent demonstration of what can be accomplished took place in many cities where the student governments of schools organized committees or boards for defense last year. Students took the initiative, made suggestions, felt that the responsibility was theirs. What was the result? As a matter of record many schools had sales among their own student bodies of bonds and stamps mounting into the thousands of dollars; warehouses were so full of waste paper that a halt had to be called on collections; coathangers were gathered; books were sent to army camps; student committees hunted for and invited speakers for assembly programs who might help them to a better understanding of what was taking place at home and abroad. Such a program had value in citizenship training not only for the leaders but for all the students who participated. They were a part of their nation's effort; they were doing something that needed doing. Another illustration of student effort in citizenship was observed in a North Carolina school hard hit by the depression. An election was being held to vote the allocation of funds to a lengthening of the school term. Such a proposal was bitterly attacked by

a group of real estate men and other special interest groups. It was fought with all the weapons of misrepresentation, lies, powerful influence that political machines at their worst can use, be the city large or small. The students became increasingly aware of what was taking place and became more and more aroused over the tactics being employed. They asked to be allowed to arrange a parade with floats, placards, posters, and other displays to present their side of the issue. They distributed pamphlets and other printed matter. A house-to-house canvas was made; public forums were held at the instigation of the students. The school proposal was defeated, but the students were angry, aroused. They had had a living experience that would never be forgotten; a lesson had been learned. They were fired with a determination to change matters and change them they did eventually. In both these instances in which almost all the students participated, young citizens were not learning about democracy, they were experiencing it; they were working for it with devotion, and consequently its value for them increased. Teachers must be alert to use every opportunity for such vital lessons.

▼

We must send out from our schools people who realize their obligation to the community that has educated them. That feeling of obligation should exist whether the station in life be high or lowly. Those of superior ability should feel impelled to serve the nation unselfishly whenever and wherever the opportunity arises. Training for public service our schools can achieve to a greater degree than before. But this can not be done by training the reason alone; the emotions, too, must be educated. Too long and too often have our schools been mortally afraid that they might be guilty of indoctrination. So afraid have we been that we have made of much that was heroic and noble a mere handful of words and figures that could never come alive in the hearts and souls of our young citizens. Too long have we neglected pageantry, song, and heart-stirring stories of which our history affords many true examples. The long upward climb of the little man of the world everywhere toward freedom, and the arduous pitfalls that he has encountered have been too long obscured by underemphasis. A thrilling pageant of music and color, a speech written and delivered by the student, a song, a play, these are a few of the means by which the young people of our land can get more lasting impressions of its history and true meaning, can come to feel one with the spirit that has in the main dominated its birth and growth. By these they may come to appreciate more fully man's struggle for liberty the world over and to understand the great price he has been willing to pay for it.

▼

Training for leadership and public service can and must be intensified. We must continue to give students practice in leadership and assuming responsibility. Each one must be given a chance to achieve what measure of leadership he can, and those endowed with greater capacity must have latent talents developed to the highest degree possible. We must continue to make every possible use of student government, clubs, assembly, and other student activities. But these can be made to count for the utmost only if every teacher believes deeply in the pupil's capacity for developing the qualities of a leader. So often have we bestowed the name of responsibility without its actual existence. Too often have we been prone to give lip-service to the practice of democracy in our schools, because we mistrusted the pupil's capacity for leadership or thought him too immature. Guidance there must be, of course, but the least possible autocratic direction.

How can our schools achieve a more thinking citizenry with a greater understanding of the problems of democracy? Here again we have done too much talking about open-mindedness, tolerance, and the ways of becoming thinking citizens. Although we have repeatedly said that mere talk about ways and means of reaching an end was not enough, have we really been willing to put into practice what we professed to believe? Experience in thinking through a problem, the practice of considering it from all possible angles must be maintained and increased. Have we made the fullest use of free class-room discussion, forums, discussion clubs, and other mediums for the informal exchange of ideas? Do we actually believe that experience is the best teacher? Student groups who have followed the discussions of the Town Meeting of the Air and have consistently continued those discussions in their own groups, or who have organized similar discussions of their own afford an example of democratic living and learning, but far too many of the nation's average young people have been virtually untouched by such methods of thinking through a situation that must be met.

▼

This training for leadership and understanding can not be limited to problems of domestic origin. Gone forever is the day of isolationism as we have known it in the past and willing or not we already have world leadership thrust upon us. What is to be the future of that world and its civilization, if the schools of its leading nation fail to give the populace a capacity to deal with world problems with sympathy, understanding, and high resolve of purpose? After this war is over, the greatest creative job that the people of this world have ever known will remain to plague us. What are the schools going to do to prepare tomorrow's leaders to tackle it with imagination, breadth of view, and determination? Past mistakes must be acknowledged, studied. A recognition of world responsibility must

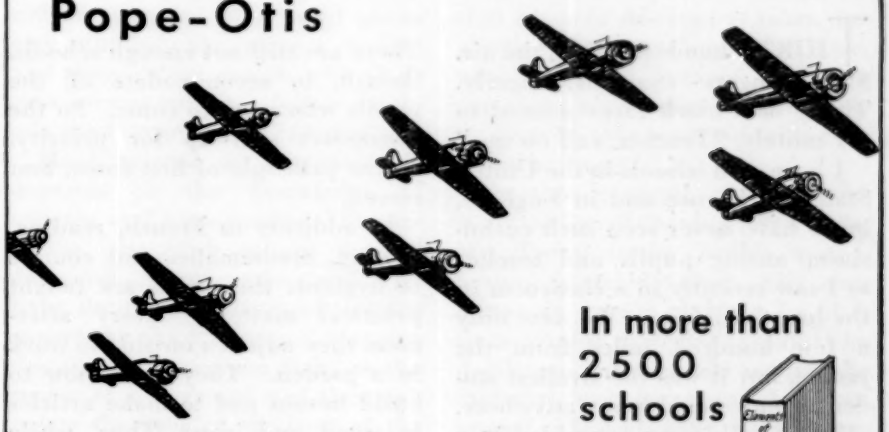
be developed. The same methods we have employed in the study of domestic problems must be applied with all possible effectiveness and any other that invention can bring to bear must be used. We dare not fail.

Each and every future citizen in our schools must achieve the highest possible appreciation of the worth of man's civilization. He can come to understand better the meaning of this priceless heritage by a greater knowledge of mankind's ceaseless labor and painful effort in his upward climb. We must enhance the comprehension of blood, sweat, and tears expended through countless generations, countless centuries. With greater comprehension will come a greater sense of its value, and with greater sense of its worth will come a greater compulsion to treasure it, to increase it, pass it on to later generations. The average citizen of our world must get a sense of the intrinsic merit of that heirloom that we call the world's culture, its civilization. He must have a feeling of personal responsibility for safe-guarding it. He must recognize its flaws and imperfections and feel impelled to do his part, big or little, to remedy them.

Does anyone say this is foolish day-dreaming, too idealistic for a work-a-day world? Then he does not really have faith in the masses of people and their ability to achieve the ideal of democracy. We shall not foolishly expect perfection, but it must be this ideal toward which we strive with the utmost of effort. This goal we must in some measure achieve, if our world is to survive. Just in so far as the masses of our citizens and their chosen leaders can learn to think reasonably together about the problems that face us, just in so far as they are fired with an intensity and zeal for confronting today's problems and those of the future with an inner compulsion to do their part, great or small, just to that degree can we hope to mend yesterday's errors, preserve the glories of the past, and continue with heads held high man's march into the future.

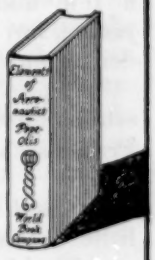
ELEMENTS of AERONAUTICS

Pope-Otis



Clear concise accurate teachable complete

In more than 2500 schools the basis of pre-flight courses



NOW IN ITS 11th PRINTING. LIST PRICE $2.00

By Capt. Francis Pope, U. S. Army Air Corps; formerly First Pilot with TWA and Dr. Arthur S. Otis, Private Pilot, Educator, Author

WORLD BOOK COMPANY, Publishers

PERSONNEL WORK IN HIGH SCHOOL

By Germane and Germane

This book is a practical text in the philosophy, techniques, and practice of guidance for teachers-in-training and teachers-in-service.

- Practical techniques for *discovering* the student's needs, capacities and interests.
- A comprehensive program for *developing* these needs, capacities and interests.
- Concrete suggestions for improving the student's reading ability and helping him to develop more efficient study habits.
- Tests, inventories, and questionnaires which may be mimeographed and put to work in any school.

SILVER BURDETT COMPANY

NEW YORK CHICAGO SAN FRANCISCO

Books are weapons!—1943 Victory Book Campaign

Schooling in French Africa

DUDLEY HARMON
Service d'Information
Brazzaville, French Equatorial Africa

THIRTY hands flew into the air. Sixty fingers snapped eagerly. Thirty coal black faces seemed to say mutely, "Teacher, call on me."

I have seen schools in the United States, in France and in England, but I have never seen such enthusiasm among pupils and teacher as I saw recently in a classroom in the heart of Africa. We were only a few hundred miles from the jungle, but it was the liveliest student group you'd want anywhere.

The pupils were assembled in a schoolhouse in Brazzaville, Free France's capital in Africa on the Congo. Some of them wore shorts and shirts, looking just like little colored boys in New York or Washington, only blacker; others were dressed in the native clothing, which for young boys is a dress-like sort of print in bright colors reaching to the knees.

The native teacher literally bounced up and down in front of the class. First he read them a story about Bouboule's house. The house had two windows, a narrow door, and a pointed roof.

"What was the roof like?" asked the teacher in perfect French. The boys couldn't wait to be called on. "It was pointed," they piped, all at once.

Whenever a pupil made a particularly bright answer, the teacher cried in French, "Three cheers," and led the others in a rhythmical clapping. One of the boys then got up in front of the class and acted out the story of Bouboule's house. "Un toit pointu," he cried, arching his hands over his head to show a pointed roof.

Besides the government schools in Brazzaville, there are several run by the Catholic mission and one organized by the Salvation Army. All are under the supervision of the French authorities. There are still not enough schools, though, to accommodate all the pupils who want to come. So the youngsters sign up for priority, on the principle of first come, first served.

In addition to French, reading, writing, mathematics and courses in hygiene, the pupils are taught practical matters. Every afternoon they adjourn outside to work in a garden. They learn how to build houses and to make articles in wood and iron. Thus, while studying the three R's, they are also acquiring a skill in a trade.

Education of the Brazzaville natives stops when they are about 16, unless they want to go to the Ecole Renard. There the instructors are French men and women. The director of the school made an arduous voyage from England—it lasted three months and went through dangerous waters—to take over his post. Two music teachers, a man and his wife, escaped from Brest to come here. They are encouraging the natives to practice their own African songs, and recently made recordings of this strange music to be sold in the United States for French war relief.

The French educational policy is to impose French culture on the natives. This is the opposite of the English, which encourages them to develop along their own lines of custom and tradition. But the French haven't yet succeeded in making the little Brazzaville girls go to school. Very few attend; instead, their mothers keep them at home to work in the manioc plantations. Most of them marry while still in their early 'teens.

In spite of the war, the Free French want the education of the natives in Equatorial Africa to go on. And though white teachers are few and paper scarce in this wild and isolated part of the world, it is going on.

Problems in Solid Geometry

WALTER W. JOHLER
Kemper Military School
Boonville, Missouri

PROBLEMS in solid geometry are not much different from those in any other field of mathematics that the student has had thus far. The same general methods should apply. In solid geometry there is one feature with which the student has had less contact and that is the third dimension. To provide for the third dimension, accurate figures and the ability to interpret them into three dimensions and the use of models have been stressed*. In addition it might be well to work in certain other ideas.

Most problems are very unreal; they always have just enough given to arrive at the proper and desired solution. The wood pile in the cellar seldom has "just enough" material for Mother's flower-box. I like to make up problems that contain more information than is needed to solve the problem and let the student determine what is essential and what is surplus. Along with unrealism in problem data is an answer which always comes out even . . . or else the student has the wrong answer. It reminds me of the story of a bill introduced into a certain state legislature recommending that pi be changed to an

* See *Seeing Solid* by the same author in the JOURNAL OF EDUCATION, November, 1942.

even three so that the children could use it better. Where were the teachers that picked up a round waste paper basket and showed them how to determine pi?

Another idea which seems important to me is the idea of estimating answers or securing approximate answers by looking at the problem set-up and calculating mentally. This applies to parts of the problem or to the whole problem. The decimal point problem . . . the problem of realizing the importance of placing the decimal point in the right position . . . is better solved by this means than by the mechanical method of counting places. Careless mistakes in operations can also often be caught. After all, rapid approximations play an important part in making our decisions in everyday life.

In calculating areas and volumes the students will sometimes strive for accuracy by calculating their answers to the third and fourth decimal place. They do not stop to question the accuracy of the dimensions given to them and what effect this might have upon the answer. Surely students should be taught some appreciation of significant figures. Most solid geometry students are science majors and there is no reason why their geometry should not follow methods used in scientific calculations.

Much science in everyday life depends on the knowledge of squares and square roots. For instance, the high school student does not always understand why light should vary inversely as the *square* of the distance. Imagine the source of a given light as the vertex of a pyramid and then calculate the area of the base of the pyramid and the area of a parallel cross-section one-third and one-half the distance from the vertex to the base; the law of inverse squares is illustrated. This also applies to sound intensity and heat radiation. Although we are again crossing the subject line, it is interesting to mention other scientific laws involving the understanding of squares. For instance, the square in the kinetic energy formula results in one important consideration for safe driving; it takes, neglecting the driver's reaction time, nine times the distance to stop a car going sixty miles an hour that it does to stop one going twenty miles an hour.

Another example of the above is a problem of the dog-house type. Mr. Twittledeedee builds a dog-house modeled after his own house on a scale of 20 to 1. If it costs 50c for material to paint the dog-house, how much would the material cost to paint his own home? Would your student answer $10 or $200? If he is used to drawing figures and visualizing before arriving at a conclusion, he will give the correct solution. Air conditioning the houses gives a problem in cubes.

There are stories of how the

Available in text and text-notebook editions

Grades II-VIII

THE NEWLON-HANNA

DAY-BY-DAY SPELLER

THIS NEW SPELLER offers the plan for 100 per cent mastery found in *The Newlon-Hanna Speller*

PLUS —

- a word list based on the best and latest studies of children's writings —
- unusual emphasis on *meaning* through introductory themes and a wealth of exercises

HOUGHTON MIFFLIN COMPANY Boston New York Atlanta Chicago San Francisco Dallas

Egyptians and Babylonians drew figures in the sand and studied geometry for geometry's sake. My father tells how he worked problems because of the fear of welts produced by the rope whip which soaked in the school house well over night. Today we use different types of motivation. The suggestions I have made here (and in *Seeing Solid)* are my way of making the course appeal to the student by approaching a real and life-like situation. I have no statistical figures to prove any points or to justify my statements. This I do know, student interest, as indicated by initiative, cooperation, and attitude, has been excellent. The students must get a good return because they put so much into the course.

CORRESPOND WITH LATIN AMERICA

RACHEL SALISBURY
Milton College
Milton, Wisconsin

HERE and there throughout the land, teachers can be heard protesting that their work seems very remote from the front line of the war. An idea cannot compare with a bomb for definiteness. All of a sudden, a pair of overalls, a dinner pail, and a blow-torch seem much more glamorous than a pair of spectacles, a textbook, and a red pencil.

If you are one of the teachers who wish they were in Guadalcanal or in North Africa, who'd like to be carrying stretchers or ferrying bombers overseas, know that you too can do defense work on the very frontier of the war—a front for which your training and your experience fit you admirably to take a competent part in defending the American way of life. At the same time you can carry on with the education of American children, the security of whose future is your particular responsibility.

When the war ends, educators are going to stand at the forefront in the organization of the new, all-American culture. They should be preparing now for that responsibility. The basis of social and cultural collaboration is a full knowledge of the people concerned. That goal we can begin to work for at once. When the teachers of North America fully understand the teachers of Central and South America, the foundations of a new, hemispheric culture will already have been soundly laid.

Teachers of English in this country are in a dramatically favorable position to undertake the unification of professional relations in this hemisphere. In Latin America, the well-educated person with increasing frequency includes the study of English in his program; and to meet this demand there is a notable body of teachers of English developing in each of the countries south of the border. (Unfortunately the well-educated Anglo-American has less often included Spanish or Portugese in his program.) Because of the goodly number of Latin-American teachers already proficient in English, we have right at hand a medium of correspondence and a group of persons already interested in our language and culture. It is we who have much to learn of the language and the nature of the older American culture. The pleasure of learning it first hand from a teacher native to it is not to be undertestimated. Here is our opportunity to enjoy mutual learnings and to develop together the American way of life that we shall enjoy as one people after the war.

▼

To this end, the teachers of English in North America are already at work. Through the National Council of Teachers of English, a Good-will Membership Program has been arranged, whereby individual teachers of English in this country can extend complimentary memberships to individual teachers of English in the countries of Central and South America, sending them a year's subscription to one of the Council's journals and inviting them to personal correspondence that will have vital significance both to the participating teachers and to all the students in their classes. At this writing about one hundred fifty teachers in Latin America are already receiving such a professional journal and are corresponding with the North American donors of the memberships.

▼

If you are an English teacher and want to extend your professional experience directly to the front line of American education, make out a check for $1.25 to the National Council of Teachers of English and mail it (with your preference for a country if you have one) to Dr. Rachel Salisbury, Milton College, Milton, Wisconsin. In return you will receive the name of a teacher of English in Latin America, to whom the *English Journal* will be sent with your compliments and to whom you are to write, inviting professional correspondence and arranging such exchange of student letters, exhibits, portfolios, etc., as your classes care to work out together. We introduce you. From there on, you work out your own experiment. You will be scouting on the advance lines of post-war America, fighting for and designing the kind of culture that will be ours in the greater America of tomorrow.

Good Morning, Teacher

RUTH C. FREY
Ottawa, Ohio

Close the Day Pleasantly

Whatever the school day has brought to pass; however harrassing your personal problems; however annoying the influences in your schoolroom produced by superiors, parents, or townspeople, try hard to have the school day serene at its close. The pupils are leaving you under the necessity of return the next day. As they turn their faces and thoughts schoolward after the new day has come, you will want them to feel expectant of another day crammed with possible successes. This is not purely altruistic planning. With the pupils comfortable and happy, the new day promises to start pleasantly and you will surely be wise enough to use this positive situation for all it is worth. That worth will be millions. Such an attitude on the part of the class, matched by the teacher's own enthusiasm, will carry the new day well toward its finish without disappointment and unpleasantness. And how easy you will find it to close that day on a wholesome note.

▼

Questions

Should pupils be kept in for punishment? Such punishment is of doubtful effectiveness. I'm afraid the concomitants of learning in such use of schoolrooms are all negative.

When a pupil needs to be spoken to privately, wouldn't you detain him after school hours for that? Perhaps, if I could find no other moment to do it; but, in that case, I'd make sure the visit be pleasant and the suggestions for improved conduct kindly spoken. Maybe if you ally this child to you through shared work or pleasure, he'll not need the reprimand.

How can one be sure of closing a school day happily? If I found myself at a loss for more individual ideas, I'd use a group of cheerful, happy, and humorous poems or songs. Singing or reciting together binds the group nicely.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

On Transferring Pupils

It sometimes happens that parents request that pupils be transferred from one teacher to another. This should never be done unless there is a good reason for doing it. It should always be done if the answer to a certain question is an affirmative answer. The question is this, "Is it possible that the welfare of the pupil will be better served by a transfer?"

If the answer to the above question is "Yes," then no other consideration should be allowed to stand in the way of a transfer. It may seem to some of you that no other considerations are likely to arise. Some that do occasionally arise are:

1. The pupil's present teacher opposes a transfer of the pupil under consideration on the ground that the case involves the matter of discipline and also the question of whether his or her prestige with and authority over the class will be impaired if a pupil is transferred from his or her class because of criticism by a parent.

2. A principal questions the advisability of granting the parent's request for a transfer because to grant such transfer will arouse resentment on the part of the teacher.

Of course, there may be good reasons for not making transfers of pupils. There are situations in which to transfer a pupil will not serve the best interests of the pupil. Under these conditions transfers should not be made. But transfers should not be refused because of considerations mentioned under 1 and 2 above.

It is probable that there are cases in which pupils should be transferred even though no requests have been made by parents.

What Is Ability?

A few Sundays ago I listened to a great sermon by a great man. He said, "Ability is sixty per cent disposition." He is right. What we call "disposition" is sixty per cent or more of what we mean when we talk about "ability." The Engineers Association of America has stated that knowing how to do the technical part is only nine per cent of engineering efficiency.

Knowing how to do a thing is of very little value without knowing how to do it with somebody. In most jobs in life the human factor, whether we call it disposition or personality, is more important than book knowledge or technical training.

In no other work is "disposition" more important than in teaching. The professional training of teachers, however extensive it may be, and the knowledge of subject matter however great that may be, are inadequate for doing the highest type of teaching. Kindliness, sympathy, fair-mindedness, a willingness to understand the other fellow's point of view, cooperation, a due respect for the rights of others, and a tendency to give more praise than censure, are some of the qualities that make up "disposition" and by nobody is "disposition" more quickly recognized than by the classroom pupil.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

To "Flex" Is Not to Weaken

Credit is not the most important factor in formal education. The child is. The youth of today soon will be taking our places in shaping destiny. To perform that role well implies just one thing—training—thorough training in all that is basic to success. It is the teacher's prerogative to manipulate curricula, methods, objectives and even credits to achieve the greatest good for each individual student.

Standards always should be kept high; there is no room for half way teaching. Accuracy, speed, understanding, firm grasp of subject matter, ability to think clearly, power of self-discipline—these are essentials of education—they are not subject to thoughtless compromise. But at the same time it is inexcusable to freeze conscientious children out of school because of an immobile attitude on the part of a teacher or the faculty. Some children cannot meet certain standards even when they do their best; some children fail because the teacher did not do his part well. In these cases it is not the child's fault; in these cases the school is not justified in hard and fast, impersonal adherence to precedent. The child is a human being—he deserves to be dealt with as such.

Flexibility is not a sign of weakness—it is a sign of strength, insight, power, provided one determines very thoughtfully when and how to flex. Total rigidity is not an educational or even a disciplinary or mechanical asset. The strong teacher, the strong building is the one that will give the proper amount at the right time and place.

Four semesters ago five of our boys failed in 8B English—it was partly their fault and partly the teacher's. The failure was a real shock to them—they admitted they had not done their part and reminded us the teacher had not done hers either. However, they promised that if we would permit them to go on with their class they would attend strictly to business—they never would be caught like this again. We finally compromised by permitting them to take 8A English with the understanding that if they failed they would have to go back to 8B. The result was that they passed the 8A and were ideal students the remainder of the time we had them.

Two outstanding considerations deserve constant attention; namely (1) we should keep all educational standards high; and (2) the child is the important element in education. To give him a square deal we must be thoughtfully flexible, we must experiment and experiment—compromise and compromise.

Speaking of School

RANDALL R. PENHALE
Principal, Iron River (Mich.) High School

In United States history, units on the meaning of democracy, the traits of a good citizen, civil liberties, Latin America, and how we can strengthen and defend democracy have been added to our course of study. Some of these units have been proposed by the students. Greater emphasis and enrichment of material have been given to war aims, peace plans, global geography, current documents of democracy, and an understanding of the history of the members of the United Nations. These modifications have necessitated an increased use of all types of current materials not found in the more conventional media of teaching. We use summaries of radio broadcasts, newspapers, magazines, pamphlets, and recent books of all types. Changes in aims, procedures, and materials have necessitated more frequent use of the panel, committee, informal discussion and problem solving technique. We use our textbook as a frame of reference.

In my opinion the most inspiring address of the recent Michigan Secondary School Association convention at Lansing was given by Dr. Howard Y. McClusky, professor of educational psychology at the University of Michigan. McClusky declared that most of the present youth in America from 16 to 19 years old will be on active battle fronts in from three to four years and boys now as young as 10 years old probably would see military service in an army of occupation. He asserted an all-out war effort will absorb almost 100,000,000 persons, leaving only 30,000,000, mostly children, in normal civilian life. McClusky said grapevine reports from Germany indicate Hitler has 100,000 highly trained youth prepared to take up underground activity if Germany loses the war and that the United Nations thus face a "tremendous spiritual job of reconstruction." The professor recommended a work-study type of school program. Young students, he said, could either be trained for war jobs or could help out in community ventures while still attending classes. The post war period, he declared, would call for specific training of youth for democratic leadership, to cope with increased concentration of administrative and political machinery.

Asserting that "destiny has kicked America into leadership," McClusky said the responsibility for making the peace rests as much with youth as their responsibility to sacrifice their lives on the battle front.

The News Digest

OF EDUCATION IN ACTION

Training for Service In Axis Lands

ANN ARBOR, MICH.—Acceptance of the fact that civilian as well as military occupation of some sort must inevitably follow defeat of the Axis nations is reflected in the formalizing of special instruction for persons to serve in these territories. The University of Michigan Graduate School is the latest institution to offer a course of training in this field.

Each student will be given intensive training for service in a particular area, through a study of the language, resources, customs, institutions, and history of that area.

War Affects Exchange of Students

NEW YORK.—Although the emphasis of its activities has been shifted to the Western Hemisphere, the Institute of International Education has awarded 412 fellowships and scholarships to students from all parts of the world for the academic year 1942-'43, a number greatly in excess of its prewar awards.

Of the total, 289 students from Latin America and 72 from 21 European and Asiatic countries are studying in 152 colleges, universities and educational institutions in 38 States and the District of Columbia. The exchange policy of the Institute has been greatly curtailed by the war, but, nevertheless, fellowships have been given 45 United States students for study in Latin American countries and six others received awards for special study in this country.

Although the war has practically eliminated Europe-to-United States student exchange, one Swiss and one Danish student ran the gantlet of war by devious routes to study in this country this year. No American student has gone to Europe since the outbreak of war.

Stay In Class Until Called, Students and Teachers Advised

WASHINGTON. — National manpower and educational leaders advised students and instructors to stay in class until called to fight.

A joint educational-military training program soon will place an estimated 200,000 potential fighting men in about 350 colleges and universities—their tuition paid by the armed forces and their lessons to be tested later perhaps on distant battlefronts.

Under the system, many who would have been college students in peacetime will drill for special war assignments and commissions.

However, Dr. Francis J. Brown, American Council on Education consultant, stressed that the specialized program—announced by War Secretary Frank Knox—will be put into effect only by an official military call, and will draw most of its "war students" from enlisted ranks. Others to be transferred from Reserve Officers Training Corps will be notified later, he said. Meantime the R.O.T.C. and other college training programs will continue unaffected.

Sounding the same "stand pat" note, War Manpower Chief Paul V. McNutt said draft boards had been notified to defer most college medical, dental, veterinary, engineering, chemistry, physics and bacteriology students and instructors. He urged students to remain in college until called and advised others in the 18-to-19-year class to enroll as usual.

A. C. E. President George F. Zook expressed belief the military march into the school system would be limited to the length of the war.

The new program seemed sure, however, to intensify the wartime tempo of the once carefree collegiate atmosphere. In uniform and under military supervision, the men will live, eat and work in segregated units at the schools. They probably will not participate in school athletic activities, except as military units in intramural events—or separately, as have the pre-flight schools.

Their coming to the campus will "temporarily upset" the routine of America's liberal education system, Secretary Stimson said, but he stressed that the move was vital to the victory which he said would protect the system.

Every School Urged To Be Military Camp

WASHINGTON. — Maury Maverick, War Production Board representative, told a national group of educators that "every school should be as a military camp," and urged that "all education that doesn't contribute physically and spiritually to winning the war" be dispensed with for the duration.

Mr. Maverick, Director of the Governmental Division of WPB and former Texas Congressman, expressed his views in an address prepared for the National Council of Chief State School Officers.

Pupils Reinstated In N. J. School Strike

LONG BRANCH, N. J.—The Board of Education reinstated 17 Long Branch High School students, who had been under suspension because of a strike over the abandonment of interscholastic basketball, and put them on probation.

The strike, in which 65 students took part, began on a Monday and ended next day when all but the 17 returned.

Favor English As Second Tongue

NEW YORK.—In a move significant for postwar understanding, official representatives of six occupied countries of Europe are laying the groundwork in London for enactment of a Netherlands-sponsored plan to make English the "second language" of European schools after the war, the Netherlands Information Bureau reported here.

First advanced by Gerrit Bolkestein, Netherlands Minister of Education, the plan is being studied by a committee of representatives of the governments-in-exile of Belgium, Poland, the Netherlands, Norway, Yugoslavia, and Czechosovakia. It is hoped the program will be adopted by all members of the United Nations where English is not already the chief language.

Adoption of the plan, sponsors hold, would be helpful after the war in counteracting Nazi influence on the education of youth in occupied countries. Already the Germans, seeking to make their tongue the official Dutch language, have organized special German-language scholarships and have lowered qualifications for German teachers in the Netherlands. Other occupied territories have seen similar moves.

School Smoker Soon Squelched

MEMPHIS.—It's war—so a special smoking room has been set up at a public grammar school in Shelby county for juvenile smokers. After the noonday meal nine youngsters—their ages range from 12 to 14—saunter to the "smoker" at Frayser school for a cigarette.

Miss Esse Anderson, principal, said she started the custom recently after all remedies to break up campus smoking failed. She called the boys together: "Bring me a note from your parents that it's all right for you to smoke and you can use this room to do your smoking." Nine notes trickled in, all from parents of seventh and eighth graders.

Miss Sue Powers, superintendent of county schools, learning of the "smoker," commented: "It was done on the responsibility of the principal. I shall ask that the policy be discontinued."

Teachers Appeal to Police To Curb Unruly Pupils

NEW YORK.—Teachers, alarmed by the breakdown of discipline among city school children, recently appealed to the police over the heads of the Board of Education for protection. The step was unprecedented.

In a letter to Police Commissioner Lewis J. Valentine, the New York Teachers Guild (Local 2, American Federation of Teachers) urged the help of the police force to check the wave of terrorism in schools, particularly those in underprivileged areas. In reply Commissioner Valentine promised full cooperation.

For months teachers as individuals and in groups have complained of the apparent breakdown of discipline and morale in many parts of the city's vast school system. The teachers have charged that students have thrown inkwells at them, assaulted them in other ways and made teaching a "hazardous" profession.

The situation came into the open when Irwin Goodman, a teacher at Junior High School 49, Brooklyn, was fatally shot by two former students whom he had reprimanded for violating building regulations.

Another school organization, the Teachers Alliance, made public a report that many teachers have had their eyes blackened and have been beaten by "unruly pupils." It was announced that the Brooklyn Teachers Association would cooperate with the Teachers Alliance and other interested teachers' organizations in helping to improve the "serious situation."

Replying to the charges made by the guild, Dr. John E. Wade, Superintendent of Schools, said that it would be *"unfortunate" if the impression were given that the schools were menaced every day by intruders or by a rise in delinquency threatening to interfere with the orderly conduct of the education of the children.* He said that more teachers might be expected in February, and that he was studying ways to reduce class size.

Would Dignify Teachers With Uniforms

NEW HAVEN, CONN.—A Yale professor suggests that teachers be provided with "suitable uniforms or insignia of office" as an inducement to stick to their profession.

"The Red Cross," said Prof. Clyde M. Hill, head of the education department at Yale, in an editorial in *School Management*, "has demonstrated the value of the psychological principle involved in such a device."

The educator contended that teachers should be given "all the satisfactions which come to other people who are devoting all their talents, their energies and their lives to the public good," and asserted that it was natural for them to want "to share in the honor we accord all men and women who undertake the more hazardous exploits of war."

Stress All Around Physical Education

AUGUSTA, ME. — Maine public schools, alert to new demands which the 'teen age draft bill passage has created, are definitely showing an increased interest in courses in physical education and an emphasis upon a general fitness program with less accent upon athletic teams and more upon all around physical education for all students.

School curricula are showing the war effects in other ways, too. More than 85 schools are offering courses in aeronautics and there is a general upswing reported in classes in mathematics, radio communication, mechanics and others of similar nature. High school pupils are reported anxious for such courses, recognizing their increasing importance to army and navy careers.

Newburyport Elects Negro to School Board

NEWBURYPORT, MASS.—Polling 1070 votes, Dr. Marron W. Fort, M.I.T. graduate and chemist, was high man in the contest for school committee and became the city's first Negro office holder.

Former Committeeman Warren S. Currier, elected with Dr. Fort, received 988 votes. Committeeman Donald L. Page, who had served two terms, was eliminated with 791 votes.

Students May Qualify For CAA Certificate

WASHINGTON.—Charles I. Stanton, Civil Aeronautics Administrator, has announced that students in 14,000 high schools which have pre-flight aeronautics courses would be given an opportunity to qualify for the CAA Certificate of Aeronautical Knowledge, which meets the ground subjects requirement for a private pilot license.

The examinations will be identical with those given applicants for a private license, Mr. Stanton said, and the holder of such a certificate may use it for one year in seeking such a license.

Colleges Reject "Education-As-Usual"

PHILADELPHIA.—Among precedent-shattering decisions made by the heads of the nation's colleges at the recent conference of the Association of American Colleges here were these:

To admit to college students whether or not they have graduated from secondary schools, provided they meet entrance requirements and are recommended for admission by their school principals.

To urge intramural rather than intercollegiate athletic games.

To recommend that women's colleges go on an accelerated program, similar to the one approved for men.

To urge the Army and the Navy to utilize the resources of the colleges for Negro youth "with the hope and expectation that these resources will be fully utilized."

And finally the college heads said that they reject "education-as-usual" and are not seeking to protect any vested interests, and instead place their physical plants, faculty personnel, and other resources at the service of the National Government.

A.M.'s and PH.D.'s NEEDED
For The Better Positions

ROCKY MT. TEACHERS AGENCY
310 U. S. Nat. Bank Bldg. Denver, Colo.

"Member N.A.T.A."
This Will Be a Big Placement Year
—Write For Information.
Wm. Ruffer, Ph.D., Mgr.
Largest, Most Successful
Teachers Agency In The West

Junior College Teachers Want U. S. History Required

PALO ALTO, CALIF.—History teachers from twenty-five colleges of California, after a two-day conference at Stanford University, recommended that this State's junior colleges "require a course in the history of the United States for graduation."

The conferees went a step further by proposing "that other students be urged to pursue such a study." The course, as envisioned at the sessions, "should present the history of American civilization in its broadest cultural aspects."

It was recommended that instruction in United States history be entrusted to "the best teachers available," that increased emphasis be put upon courses dealing with "the place of the United States in world affairs," and that increased opportunities be provided by the junior colleges "for adults to study and discuss United States history and the role of the United States in world affairs."

Delegates from the junior colleges met at Stanford three months after a state-wide conference of history professors from California's leading colleges and universities had recommended the inclusion in all of the State's college curricula of a required "general survey course in the history of the United States."

The meetings, both of which were held under the chairmanship of Professor Edgar E. Robinson, executive head of Stanford's history department, were an outgrowth of a country-wide survey showing that 82 per cent of the country's institutions of higher education did not require the study of United States history.

In a preamble to its declarations, the Junior College Conference described the contribution of America to civilization as "a flexible, continuous adjustment of her unique institutions to meet the needs of men and women" and said that "this characteristic of our past may well be the means of achieving the answer to our problems of the present and of the future."

School Takes Art to Public

LAWRENCEVILLE, ILL.—The Township High School here owns about fifty excellent, large framed pictures in colors. The novel idea is quite instructive. The Utility Company has large show windows flooded with excellent lights, and has no goods to display. This company was glad to permit this display for fine art in their windows. A new picture is put in each week, with the name and a short description.

The display, being on the public square, makes it easy for hundreds of spectators to see and enjoy. This is taking art to the public.

To Train Women In Engineering Schools

NEW YORK.—Eight hundred college women will be trained in eight of the nation's leading engineering institutions—Cornell, Purdue, Iowa and Pennsylvania State Colleges, the Universities of Minnesota, Texas and Northwestern, and Rensselaer Polytechnic Institute—by the Curtiss-Wright Corporation to help meet an acute shortage of engineers.

The women, to be known as "engineering cadets," must have taken elementary college mathematics and now be completing their sophomore, junior or senior year. They will receive a salary of $10 a week with tuition, room and board from the corporation under contract with the institutions. The courses will consist of two semesters of five months each and will prepare them for specific positions in either the airplane or propeller divisions of the corporation's plants.

Flying Solon Asks School Air Course

BOSTON.—State Senator Chester A. Dolan, Jr., of Boston, now serving in the Army Air Corps, filed a bill with the clerk of the Senate which would require the establishment of a course in pre-flight training and junior aviation in every Massachusetts public high school. His bill would authorize the state department of education to spend $150,000 for equipment to be used by students.